

Non-Instructional Annual Review Library

This document addresses SACSCOC standards: Library Services CR 2.9, CS 3.8.1, CS 3.8.2, CS 3.8.3; Educational Programs CS 3.4.9, CS 3.5.1, CS 3.5.3; and Institutional Effectiveness CR 2.5, CS 3.3.1, and CS 3.5.1, CR 3.9.2, CR 3.13.3, and FR 4.5

Purpose

Amarillo College non-instructional areas consistently review data and strive for improvement. The purpose of this review is to demonstrate how AC non-instructional areas support AC's mission by "*...enriching the lives of our students and our community.*"

On an annual basis, the Program Review process will capture a holistic snapshot of strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

Response Length Suggestion: Most responses should be 2-3 sentences. If available, you may also provide a link to other documentation that answers each question.

I: Identification

1. Department Title:

Library

2. Department Purpose Statement:

Our purpose is to

- empower our patrons to be self-sufficient information consumers and to possess critical evaluation and thinking skills;
- create a physical environment that encourages personal study, collaboration and networking, and inspires creative and academic growth; and
- place the best information and research tools for project completion at our patrons' disposal.

3. Department Review Year (i.e. Most Recent Academic Year)

2013-2014

4. Date of Submission:

4/1/14

5. Lead Person Responsible for this Department Review:

Name: Mark Hanna
Title: College Librarian
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6. Additional Individuals (Name and Title) Responsible for Completing this Department Review:

II: Existing Data (Not Survey, Focus Groups, and/or Interviews)

AC staff/administrators collect and evaluate data related to people served.

1. What significant AC, state, federal, or other reports do you complete on an annual basis and/or what significant quantitative data do you collect or review on an annual basis?
(Please provide links to data/report information or a succinct summary of your data findings.)

- [Academic Libraries Survey](#) (National Center for Education Statistics)
- [Academic Library Trends and Statistics Survey](#) (Association of Colleges & Research Libraries)

2. Based on the past year's data (referenced in Question #1), please evaluate your data and/or department.
(Place an 'X' in each text box that corresponds to your evaluation. You may delete or add rows.)

Data Reported/Collected (Include Most Important Data)	Needs Improvement	Meets Standards	Exceeds Standards
1. Number of students (2,647) receiving library instruction [report #2 above, report #1 is similar]	X		
2. Total Staff FTE (11) [report #2 above, report #1 is similar]	X		
3. Total Library Materials Expenditures (\$121,700) [report #2 above, report #1 is similar]	X		
4. Number of regular database searches (73,740) [report #2 above]		X	

3. (If applicable) If any area "Needs Improvement," please explain why (i.e. Analysis).

For items 1, 2, and 3 above the SACSCOC off-site review team during the latest reaffirmation determined that AC did not meet the four library standards. The on-site review team determined that AC did minimally meet the standards but voiced concern about them. Total library materials expenditures have remained frozen for many years despite yearly inflation. Total library staff has declined by 50% in the last 12 years. The number of students who receive library instruction is less than a third of what it needs to be.

4. (If applicable) Based on the data above, what changes do you recommend (i.e. Action Plan)?

Some of the need for improvement could be met with more robust asynchronous instruction via AC's learning management system, but that would require a more robust partnership with faculty who share the values for information literacy that is missing now. No. Item 4 above would increase if more faculty members made assignments requiring library research. Faculty doing so has noticeably declined during the last decade. Library staff is placing more emphasis on embedding library services in the learning management system in an effort to make it easier for faculty to make information research assignments.

III: Existing Data (Based on Surveys, Focus Groups, and Interviews)

In this section, provide examples of ways you used survey data or qualitative research (interviews, focus groups, etc.) to make decisions.

PART A:

1. Over the past year, did your area collect and/or review any survey data or qualitative (focus group, interview, etc.) information?

(Place an 'X' in the text box that corresponds to your response.)

Yes (If Yes, Proceed to PART A, Question #2)	No (If No, Proceed to PART B)
X	

2. Summarize the most important information that was collected and/or reviewed and the results.

- [Graduate Student Survey](#) p. 2 – Library services was ranked as beneficial (4.20 out of a possible 5.0 during spring 2013 semester.
- [Community College Survey of Student Engagement](#) pp. 101, 104 – 4.5% of students are most likely to access a computer with an Internet connection to do school work in the library's learning commons while 80% do it from home. Students have used the library's online resources (including databases and tutorials) to complete a course assignment at the following percentage: Very often 8.7%, Often 15.2%, Sometimes 35.5%, Never 40.6%, Total 100%.

3. (If applicable) Based on the data above, what changes do you recommend (i.e. Action Plan)?

- The Graduate Student Survey shows the library is doing well as a whole, however it does not break down services into specific areas. It is hard for us to make specific changes from this one indicator. We can look into partnering with instruments such as the CCSSE to provide specific feedback on certain service areas.
- The CCSSE data indicate that a super majority of students do their school work from home with 60% using the library's online resources for course assignments. However, 40% say they never used those resources. The non-users may not have any assignments which require research or they find what they need elsewhere. We need to research why these students don't use the online resources they have available.

PART B:

Additional Comments Related to Surveys and Qualitative Research (Not Required):

This is an area of weakness for the library. We must determine ways to gather feedback from our patrons and AC community that are statistically valid and can be generalized to the whole AC population.

IV: Institutional Initiatives

PART A –No Excuses:

Each department is expected to support student success initiatives.

1. List 1 or more ways your department most focuses on any of the No Excuses goals/initiatives.

The library's emphasis is focused on No Excuses Goal: Complete the courses they take with a grade of "C" or better.

- Embed library services within the learning management system (AC Connect Classes) that every student uses whether they are a classroom or online student.
- Create links to specific resources at the course level in AC Connect based on syllabi.
- Create in-context tutorials for commonly needed research skills.

2. Are there any changes your department has made over this past year to remove barriers to students and further the No Excuses goals OR to move the needle toward fulfillment of the No Excuses goals?

➤ If so, please explain.

➤ If not, but you plan to make changes that aid students success, please provide a few sentences explaining how you can better support No Excuses.

The library has continuously moved toward and implemented access to electronic resources that students can easily use at home, work or on-campus. For example, over 28,000 electronic books and 14,000 full-texts journal titles are available. These can be accessed via any computer including mobile devices.

PART B –Institutional Outcomes:

Each department is expected to provide quality student, customer, and/or client services.

1. For this review year, what is/were your department's most important goals (i.e. broad things you would like to accomplish)?

Students will improve their information literacy.

2. For this review year, what is/were your department's most important outcome/s that can be specifically measured and help you achieve your goals? Provide examples of 1-3 outcomes. (An outcome provides observable evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

After receiving instruction on one or more information literacy competencies, participating students will improve on their pre-test scores by at least 40 percent on the post-test, and students will average at least 70 percent correct on the post-test (AC Strategic Plan through 2015: Task 1.1.1; No Excuses Goal: Complete the courses they take with a grade of "C" or better).

3. How does your department assess the above outcome/s? What were the results of your outcome assessment? What do your results tell you?

2012-2013 Data:

Library Instruction Classroom Assessment Averages

Fall 2012

Pre-instruction	54
Post-instruction	78%
% improvement	<u>45%</u>
# of students assessed	1075
Total # receiving instruction	1284

Spring/Summer 2013

Pre-instruction	45%
Post-instruction	77%
% improvement	<u>71%</u>
# of students assessed	1041
Total # receiving instruction	1149

The results indicate that the benchmark was completely met. Students met the benchmarks of both improving by at least 40% on the post-instruction test as opposed to pre-instruction test. Students also scored at least 70% correct on post-instruction test

4. What change/s has your department made in the past year or do you plan to make based on your assessment of any outcome?

1. The number of students who received instruction increased significantly over the past year. A goal of the library has always been to teach as many students as possible.
2. Repeated wide usage of audience response systems continues increased student engagement.
3. Use of LibGuides enables library staff to customize information for specific classes. These guides are available after library instruction is given and information presented in them reinforces what is discussed in library presentations. Instructors can embed the guides into their Blackboard classes for ease of access.
4. Library Instruction is fully embedded into the First Year Seminar classes, enabling us to introduce information literacy components to first year students – ensuring that they have exposure to research methods and sources at the beginning of their college career.

Library staff did limited instruction at the Moore County and Hereford campuses. Offers for instruction were extended to the other campuses, but turned down.

PART C –Strategic Planning:

Each department is expected to support AC's Strategic Planning initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area currently addresses/evaluates.

Goal 1: Expand Student Success

Strategy 1.1: Adjust instruction and services based on assessment data.

Task 1.1.1: Employees will use institutional data/evidence to determine sustainability and viability based on trend lines for instruction, academic support services, and student services.

We use outcomes data from information literacy instruction to improve pedagogy and to introduce new resources to students.

2. (If applicable) What additional item/s should AC's Strategic Plan address?

PART D – Core Objectives (CR 2.10):

SACSOC guidelines require non-instructional areas to provide student support programs, services, and activities that are consistent with its mission and that promote student learning and enhance the development of its students.

At Amarillo College, a component of student learning is found present in the existence of AC's General Education Competencies. Due to recent mandate changes set forth by the Texas Higher Education Coordinating Board (THECB), AC has adopted the following General Education Competencies: Communication Skills, Critical Thinking Skills, Empirical and Quantitative Skills, Teamwork, Social Responsibility, and Personal Responsibility.

Although these competencies obviously relate to academia, many non-instructional areas also support some or all of these objectives.

Some Examples of Ways Non-Instructional Areas Can Support Student Learning:

Personal Responsibility: Any service that provides materials/information related to financial literacy, life planning, etc. to students could relate to personal responsibility. Also any measure of student personal responsibility (e.g. percent of students not dropped for non-pay, percent of students who pay their rent to AC housing on time, etc.) relates to this topic.

Social Responsibility: If students are able to serve or learn about ways to serve their community or world, this could relate to social responsibility.

Communication, Critical Thinking, and Empirical and Quantitative Skills: If a department teaches a skill/topic within the classroom or through a published document geared toward students, this skill/topic could relate to communication, critical thinking, or any of the other objectives—depending on the skill/topic being taught.

Teamwork: Any student organization/framework where students must work successfully within a group could equate to teamwork.

1. Does your area work (in-person, through publications, or through some other means) with students to learn/accomplish any of the following objectives?

Objective	Yes (If Yes to Any Area, Respond and Proceed to Part D, Question #2)	No (If No to All Areas, Proceed to Part D, Question #3)
Communication Skills		X
Critical Thinking Skills	X	
Empirical & Quantitative Skills		X
Teamwork		X
Personal Responsibility		X
Social Responsibility		X
Note: May Insert other Objective/s		X

2. For each objective that received a “Yes” response, provide a bulleted list identifying how your department addresses each particular objective with AC students, any assessments related to your objective (if applicable), and any results related to your assessment (if applicable).

➤ Assessments can be indirect (e.g. surveys, focus groups, etc.) or [direct](#).

Information literacy is a critical thinking skill that can be defined as a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." We use the Association of College and Research Libraries' [Information Literacy Competency Standards for Higher Education](#) in our instruction. The assessment used is described with results in Part IV-B above.

3. Please indicate (place an X in the corresponding box/es) the mode of delivery by which you offer any support programs, services, and activities, to students.

In Person	Web	Phone	E-mail	Live Chat
X	X	X	X	

4. Do you have plans to expand your learning objectives and/or modes of delivery? If so, how do you plan to expand these objectives/delivery modes? If not, why not?

Yes. The library must expand asynchronous delivery of information literacy through AC's learning management system by gaining more cooperation/partnerships with faculty. This includes expanding resources access to the course level tailored to its needs.
We must also learn how to better evaluate asynchronous delivery of instruction to students showing outcomes just as effectively as we do for classroom students.

V: Policies and Procedures

Amarillo College's non-instructional areas consistently have procedures in place that promote student confidentiality, staff efficiency, student success, and accountability.

Each non-instructional area will respond to the Core 5 (first 5) "Policies and Procedures" questions if they are pertinent to their area. If a department has additional questions they would like to include for accountability or some other purpose, they will also include those questions on this section of the form.

1. Please explain how your area supports the security, confidentiality, and integrity of student records and maintains special security measures to protect and back up data (CR 3.9.2)

N/A

2. How do you ensure that all of your employees are aware of student complaint procedures and that the procedures are handled in a way that is in accordance with the institutional policy of complaint procedures being reasonable, fairly administered, and well-publicized (CR 3.13.3)?

N/A

3. Has your area made any departmental changes based on student complaints? If so, what changes did you make (FR 4.5)?

N/A

4. Have you addressed any local, state, audit, or federal compliance issues that have caused you to make an adjustment to your department and/or a policy change? If so, please explain.

No.

5. Have you made any changes to your department's policy or procedures over the past year that are otherwise not addressed in this review? If so, please explain.

No.

6. Please explain your policies and procedures governing collections and access to other library/learning resources (CR 2.9)

The Amarillo College Library provides a comprehensive array of information resources and services for the College community, as documented in the [Library Services and Procedures Handbook](#). These resources and services are organized around two library units: (1) Collections and Technology – both physical and electronic collections and finding tools to locate any particular item – and (2) Instruction and Reference – teaching library patrons how to evaluate information sources and use research tools.

Although the Amarillo College Library's primary purpose is to support members of AC's community, any person with a Harrington Library Consortium member library card, including Amarillo College card holders, can use AC's physical collections during the 48 hours the Lynn Library's 4th floor and the [49 hours the West Campus Library are open each week](#).

Materials in the AC Loan and AC Paperback collections are available for fourteen-day check-out and may be renewed once by calling the Library. Faculty or staff members may obtain extended loans upon request; however, a valid card is required to take material from any AC Library. Any student, faculty or staff member of Amarillo College may apply for an AC Library card. Proof of employment with AC or enrollment MUST be presented to get a card. The card is good as long as the holder is associated with the College but must be renewed at varied intervals, as documented in the [Library Circulation Policy](#).

Online access to Library resources is available 24 hours a day every day of the year through the [Library's website](#)

7. Please explain your policies and procedures concerning the availability and type of instruction that demonstrate broad participation in the instructional program by all segments of the institution at all teaching locations (CS 3.8.2)

Reference librarians are available without an appointment during [Library hours](#) at the Research Help Desk to help students begin their library research and improve their use of resources. They can be reached also by local or toll-free telephone and email. In addition, they provide traditional information services such as [assistance in interpreting citations, finding specific information](#).

The librarians also create [online tutorials](#) and [subject guides](#) to assist students in strengthening their library research skills. These documents include [MLA](#) and [APA](#) formats, [faculty sources](#), and [departmental subject guides](#). Students can improve their library research and information literacy skills by viewing [automated tutorials for general procedures, database searching, and research techniques](#).

Faculty can schedule [library research and information literacy instruction](#) for their classes to take place in the Lynn Library, West Campus Library, or their own classroom or lab (if appropriate technology is available). Library instructors consult with faculty to focus on the specific research assignments or goals for the class. Research skills training based on [Association of College and Research Libraries \(ACRL\) information literacy standards for higher education](#) and information sources appropriate to the assignment are used.

8. Please explain your policies and procedures concerning assessment of library instruction (CS 3.8.2)

Part IV-B above summarizes Library instructional activity from Fall 2011 through Summer 2012. The number of students who receive instruction remains about the same each semester. Faculty is not required by the College to arrange Library or information literacy instruction for their students, nor has the administration authorized credit or non-credit Library research courses. Only core groups of faculty who require research assignments have arranged for instruction. The data indicate that the instruction students receive is effective because they improve significantly on their post-test scores.

VI: Conclusions

1. What is the biggest issue/obstacle that your department currently faces?

Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

According to SACSCOC standard CS 3.8.2 the library must “demonstrate broad participation in the [library] instructional program by all segments of the institution at all teaching locations.” We clearly do not do this well. Only four departments – Nursing, English, First Year Seminar and Speech – actively partner with the library in our effort to teach information literacy skills. If the library instruction program would expand significantly, more instructors may be needed and/or asynchronous delivery of instruction online would have to be supported.

2. Additional Comments Pertinent to this Annual Review Evaluation (Not Required):

None.